

Widely-Held Expectations in Writing Development

3–5 years	5–7 years
<ul style="list-style-type: none"> ▪ View writing as something that people do and like to play at writing; are curious about letters and words ▪ Combine drawing and writing but drawing conveys most of the meaning ▪ May not intend to convey a particular message and may ask “What does this say?” of own writing ▪ Play at writing and may produce: <ul style="list-style-type: none"> – Scribble writing (imitative cursive writing) – Random symbols (strings of forms that resemble letters) – Random letters (strings of letters) – Single letters that represent a sound (s for “snake) or a syllable (dd for “daddy”) ▪ May produce some conventional words (own name, mom, dad) as well as play writing 	<ul style="list-style-type: none"> ▪ Are interested in the names of letters and how to represent specific speech sounds; write mainly for personal interest ▪ Combine drawing and writing to convey ideas ▪ Demonstrate increasing knowledge of letter names, common letter-sound associations—especially consonants and some forms of writing (labels, stories, letters) ▪ Produce increasingly conventional writing by: <ul style="list-style-type: none"> – Writing in capitals and moving toward the use of lower case letters – Spelling with consonants and moving toward phonetic spellings that include vowels – Spelling some common words conventionally – Showing some sense of directionality but may reverse some letters (b and d) or right to left at times – Starting to use some punctuation marks (periods) ▪ May produce: <ul style="list-style-type: none"> – Writing usually related to their own experiences – A label or caption to accompany a drawing – Single words or phrases – Short, simple sentences – A series of simple sentences – Simple stories with one or two characters

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7–9 years	9–11 years	11–13 years
<ul style="list-style-type: none"> ▪ Enjoy writing and sharing own writing with others ▪ Begin to develop a sense of audience ▪ May combine drawing and writing, but writing can stand alone to convey meaning ▪ Demonstrate increasing knowledge of letter-sound relationships, including vowels, common spelling patterns, terms used with writing (letter, word, sentence); and forms of writing (poem, report) ▪ Produce increasingly conventional writing by: <ul style="list-style-type: none"> – Spelling an increasing number of words – Using upper and lower case letters and spacing between words – Conventionally using functional spelling when drafting – Understanding directionality (left-to-right, top-to-bottom of a page, front-to-back in a book) but still may reverse letters (b and d) – Developing the ability to punctuate (periods, question marks) ▪ May produce a series of connected ideas that make sense, stories with two or more characters, stories of a full page or more, and reports, letters, poems, and other forms of writing 	<ul style="list-style-type: none"> ▪ Enjoy receiving feedback from others about own writing ▪ Show an increasing awareness of audience ▪ Understand writing as “ideas written down” ▪ Can convey more complex ideas through writing ▪ Are able to write for an increasing number of purposes ▪ Demonstrate increasing knowledge of most spelling patterns, terms used with writing (paragraph, punctuation) and a variety of forms of writing (fables, fairy tales) ▪ Spell a considerable number of words conventionally ▪ Use functional spelling while drafting, but search for standard spelling before the final draft ▪ Use many punctuation marks conventionally (periods, questions marks) but may still confuse others (commas, quotation marks) ▪ May produce stories with two or more characters, topics of ideas supported by relevant details, a series of ideas connected smoothly and logically, a variety of sentence structures and varied sentence length, and more complex reports, letters, poems and so on 	<ul style="list-style-type: none"> ▪ Enjoy playing with words and ideas and can write from different points of view ▪ Value and seek out feedback on own writing and write for a wider audience ▪ Show increasing awareness of differences between speaking and writing ▪ Write for a broad range of purposes and can convey increasingly complex and abstract ideas through writing ▪ Demonstrate increasing knowledge of spelling patterns, terms used with writing, a wider range of forms and parts of speech, but are not yet able to grasp many of the formal aspects of grammar ▪ Produce increasingly conventional writing by using standard spelling and most punctuation marks (but still may confuse marks such as commas and semi-colons) ▪ May produce writing that <ul style="list-style-type: none"> – Is easily understood, fluent, logically organized, unified, and elaborated – Is more complex in grammatical structure than speech – Contains more complex narratives with complex settings and characters – Has more complex non-narrative forms